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# JAPANESE LANGUAGE AND CULTURE 10-20-30

## A. RATIONALE AND PHILOSOPHY

When asked which language was most important for doing business, one Japanese answered, "My customer's."<sup>①</sup>

Formal education undertakes to develop every person's abilities. The results of education include lifelong intellectual curiosity, an appreciation of human diversity, an understanding of tradition and the facility to deal with internal and external change.

Education is beneficial to society; it also helps each person to fulfill his or her individual aspirations.

However, education does not operate in isolation. As societies change, the world changes and so, too, must education. The world is a dynamic and interconnected place. Economies rise and fall. Societies prosper and fade, and social systems function in continually changing environments. Education is part of the system. It must respond, and sometimes lead, in a continually expanding

knowledge base and increased social interaction across national, ethnic and cultural boundaries.

The provincial government has provided a vision for the future of education in Alberta wherein students receive the challenge, curriculum, resources and leadership required to step confidently into today's interactive world. The goal is to help each student reach his or her potential. Each will be provided with the tools to define and develop a productive and useful role in society—tools such as critical thinking, creativity and the insight to learn about oneself as one learns about others. The ultimate aim is citizens who succeed on domestic and international fronts, who display respect toward others, and who act appropriately at home and abroad. This knowledge and the associated skills, concepts and attitudes are derived from a broad-based curriculum that has its roots in the multicultural nature of our province, our country and the world.

*This program was developed with the generous financial support of the Asia Pacific Foundation of Canada.*

<sup>①</sup> J. P. Alston, *The Intelligent Businessman's Guide to Japan*, Tokyo, Japan: Charles E. Tuttle Co., 1990.

One of the vehicles on the road to good citizenship is language education. Multilingual ability enriches our cultural and intellectual lives and lets us appreciate the world's exciting diversity. The doors to social, cultural and economic life, and the doors to education itself open only with the key of language.

A major world change is the emergence of Japan as a new leader in trade, science, technology and investment. With its long and illustrious past, Japan is also the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan continues to make significant contributions to world culture. As a major economic power, Japan is also preparing to expand its role in world politics.

Alberta's interaction with Japan is increasing. Through tourism, trade, twinning arrangements and investment, our relationship with Japan will become more and more important to our economic and social well-being.

Thus, there is a growing need for Albertans to communicate and function in Japanese cultural settings as they compete and interact in a variety of travel, education, leisure, political and job-related contexts. Japanese Language and Culture 10-20-30 answers this need. The program integrates knowledge, skills and subject material from across the curriculum to give students the abilities and attitudes necessary to communicate in Japanese. It also provides the opportunity for children of Japanese-Canadians to explore their cultural heritage.

Increased trade and growing investment by Japan in Alberta mean that Japanese language and cultural knowledge have taken on new importance. *Since Japanese-speaking people have begun to play an important economic role in our province, the Japanese Language and Culture Program is a strategic link in Alberta's future development.*

Future leadership roles will be available to those who have a wide range of knowledge and skills related to Japan. The expanding importance of the Alberta-Japan relationship mandates making educational opportunities available. *The Japanese Language and Culture Program prepares students for the future.*

The first step toward understanding Japanese people and culture is language. Language is the key form of human communication and the major medium for transmitting knowledge within and among societies. Language ability is tied to cultural knowledge. Culture is like an iceberg. Most of it is hidden. Only a small percentage manifests itself in cultural artifacts. To gain an understanding of the rest, it is necessary to access the true touchstone—the people. This can only be done through language. *The Japanese Language and Culture Program builds a reservoir of knowledge about Japanese culture.*

Illiteracy and cultural ignorance act as barriers in all forms of social endeavour—economic, artistic and academic. Without language, misunderstandings are born. Without cultural sensitivity, misunderstandings grow—sometimes to embrace organizations and even nations. Increased knowledge of each other, and the ability to communicate, contributes to a safer and better world. By building communication bridges, people can resolve misunderstandings before they grow into national issues. *The Japanese Language and Culture Program lowers communication barriers and helps prevent misunderstandings.*

Today, domestic endeavours influence and are influenced by the world at large. As Japan's global role widens to include business, science, politics and social development, individuals need linguistic and cultural knowledge about Japan. Alberta-Japan joint ventures are an area of opportunity. Communicating with partners is as important as talking to customers or suppliers. *The Japanese Language and Culture Program will help to open new partnership opportunities for Albertans in all fields of endeavour.*

Today, individuals, companies, provinces and nations must compete as they exploit and export science and technology. To do this, linguistic and cultural knowledge are necessary. *The Japanese Language and Culture Program enhances our competitive edge at all levels.*

Japan is a leader in developing technology and has many fine institutes of higher learning. Increasingly, we will need access to both in order to take advantage of all learning opportunities offered in the arts, science and technology. *The Japanese Language and Culture Program opens up new learning opportunities.*

Increased interaction with and understanding of others enhances personal growth and self-actualization. Appreciating cultural etiquette and artistic expression outside our own traditions helps us to grow and develop. *The Japanese Language and Culture Program contributes to personal growth and satisfaction.*

Japanese Language and Culture 10–20–30 must be viewed in broader terms than just learning to “speak Japanese.” It is the pavement that smoothes the road to Japanese cultural literacy—a road that also leads to increased trade, better international relations and enhanced academic, artistic and technological opportunities.



## B. LEARNER EXPECTATIONS

### PROGRAM ORGANIZATION

Japanese Language and Culture 10–20–30 is an outcomes-based program. The curriculum identifies what students are to learn and to know and describes what they are expected to be able to do as a result of the instruction they receive. It is organized into levels reflecting the progression of students' growth. It incorporates accountability: students, parents and the public are told what kind of learning is expected, and how well students have performed in terms of those expectations.

Five stages of development for the general learner expectations are designated in this program. Stage 3 is the basic standard for graduation. Stage 4 and Stage 5 are designed for students whose home language is Japanese and for all students who are able to proceed quickly because they have access to the language outside the classroom; for example, students who have lived in Japan. Within each stage, five levels are defined. General learner expectations are specified for each stage, and specific learner expectations are outlined for each level.

The learner expectations are defined in terms of Knowledge, Skills and Attitudes. The knowledge category includes knowledge of the language—language awareness and grammatical rules; knowledge of culture—cultural and sociocultural information and aspects of civilization; and, concepts—understanding to be developed through the study of cultural facts. Mastery of *kanji* characters (ideographic/pictographic script) for active use are listed in the language knowledge section in Level 5 of each stage.

The skills category also consists of three aspects:

- linguistic skills: language functions and other linguistic skills, such as pronunciation, intonation, and receptive and productive skills in oral and written forms
- sociocultural skills: the skills required to behave appropriately in various contexts
- cognitive skills: critical and creative thinking skills.

The Japanese Language and Culture 10–20–30 Program recognizes the importance of the affective and social domains in education. The program provides the learner with opportunities to enter another way of life, another mode of behaviour and another rationality. Through interaction with Japanese speakers, students will develop flexibility and sensitivity in their approach to a different culture. The attitudes students are expected to develop are related to the specified topics and are outlined for each level.

The holistic approach also provides students with opportunities to acquire autonomous language learning strategies.

## GENERAL LEARNER EXPECTATIONS

Five stages of development for the *General Learner Expectations* are designated in this program. Stage 3 is the basic standard for graduation. Stage 4 and Stage 5 are designed for students whose home language is Japanese and for all students who are able to proceed quickly because they have access to the language outside the classroom; for example, students who have lived in Japan. Within each stage, five levels are defined. General learner expectations are specified for each stage, and specific learner expectations are outlined for each level.

KNOWLEDGE	STAGE 1	STAGE 2
	Introduction to Japan	Japan Today
• <i>Language</i>	<i>Students are able to recognize the existence of different language groups in the world. They demonstrate an understanding that Japanese does not belong to the same language family as English, by identifying different forms of writing, different structures and word order, and different ways in which utterances are made.</i>	<i>Students are able to:</i> <ul style="list-style-type: none"> <li>• recognize the systematic nature of language and the importance of idiomatic expressions in the language</li> <li>• identify the ways in which languages borrow from each other and change continuously</li> <li>• distinguish polite and plain forms, written and spoken styles, and young people's language</li> <li>• identify the different language forms required for different contexts.</li> </ul>
• <i>Culture</i>	<i>Students are able to perceive similarities and differences between the cultures of Japan and Canada as they deal with the topics related to their immediate environment, such as personal identification, home, health (hygiene), food and drink, clothing, school and personal interests.</i>  <i>Students are able to apply their knowledge for communication purposes in the real-life situations suggested in Level 5: My Japanese Counterpart: Hosting a Friend from Japan.</i>	<i>Students are able to describe the traditional features and modern lifestyles of Japanese people. They are aware of the diverse nature of human society. By using language, students exhibit knowledge of geography, history, social systems, fine arts, work/employment and of how Japanese values are transmitted from generation to generation.</i>

STAGE 3 Japan and the World	STAGE 4 Japan Tomorrow	STAGE 5 Specialized Areas of Study: Career-oriented Streams/ Humanity Studies
<p><i>Students are able to understand that language is a manifestation of culture and that successful interaction with people requires not only the language but also cultural understanding. They become aware of the relationship between linguistic forms and meaning—communicative goals/functions. The same function can be achieved by a simple expression or by a sequence of sophisticated sentences, and the same expression can fulfill a number of different functions or different meanings.</i></p>	<p><i>Students are able to develop an awareness of the role of language in human society. They recognize that Japanese has its own discourse strategies that are heavily determined by the values and beliefs of the people.</i></p>	<p><i>Students are able to continue working toward expanding and refining their knowledge of the language and their ability to use the language effectively. They engage in assignments that expand their interactive competence in different genres.</i></p>
<p><i>Students are able to identify the relationships between Japan and other nations, and Japan's contributions to the world in the following areas:</i></p> <ul style="list-style-type: none"> <li>• national treasures</li> <li>• economics and politics</li> <li>• science and technology</li> <li>• global relationships</li> <li>• values.</li> </ul>	<p><i>Students are able to generalize about facets of human society. The following topics provide learning opportunities:</i></p> <ul style="list-style-type: none"> <li>• current issues and problems of modern society</li> <li>• social change</li> <li>• global relationships in terms of the exchange of human resources, technology and knowledge</li> <li>• science and technology</li> <li>• the working world.</li> </ul>	<p><i>Students are able to enrich further their knowledge in a specialized area of study: either career-oriented studies or humanity studies. The career-oriented studies incorporate knowledge and concepts from career and technology studies.</i></p>

	STAGE 1	STAGE 2
	Introduction to Japan	Japan Today
<ul style="list-style-type: none"> <li>• Concepts</li> </ul>	<p><i>Students are able to begin understanding that culture is embedded in the language, by identifying set, idiomatic, expressions and body language.</i></p> <p>Concept development includes:</p> <ul style="list-style-type: none"> <li>• family bonds (blood ties)</li> <li>• cleanliness</li> <li>• inside/outside (insiders versus outsiders)</li> <li>• youth lifestyles.</li> </ul>	<p><i>Students are able to demonstrate an understanding that all people have universal cultural traits, such as language, religion and philosophy. Students identify how culture influences one's way of life.</i></p> <p>Concept development includes:</p> <ul style="list-style-type: none"> <li>• social group strata</li> <li>• historical concepts</li> <li>• influence of geography on lifestyle</li> <li>• religious beliefs</li> <li>• work ethics</li> <li>• "groupism."</li> </ul>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• <i>Linguistic</i></li> </ul> <p><b>Note:</b> Linguistic functions are not necessarily achieved only in oral production.</p>	<p><i>Students are able to initiate and establish relationships in short and simple productions, in a highly structured language environment. Their production is limited to learned materials. Their ability to use the language is restricted to familiar/predictable/predicted situations. They are able to interact with others, using the following functions:</i></p> <ul style="list-style-type: none"> <li>• attracting someone's attention</li> <li>• greeting</li> <li>• introducing</li> <li>• inquiring about others</li> <li>• answering questions</li> <li>• expressing and reacting to gratitude</li> <li>• giving/reacting to compliments</li> <li>• describing possession</li> <li>• expressing presence/absence/location</li> <li>• giving/obtaining information</li> <li>• making simple requests</li> <li>• discussing preferences/likes/dislikes</li> <li>• extending/accepting an invitation</li> <li>• giving/following/responding to instructions</li> <li>• expressing interest</li> <li>• making arrangements</li> <li>• asking for permission</li> </ul>	<p><i>Students are able to sustain relationships with others, using a wider range of language. They are able to manage longer texts and switches of topic and speaker. The functions to be mastered are:</i></p> <ul style="list-style-type: none"> <li>• exchanging information</li> <li>• accepting/declining/deferring invitation</li> <li>• giving/accepting compliments</li> <li>• expressing emotions</li> <li>• making simple comparisons</li> <li>• asking opinions</li> <li>• expressing simple opinions</li> <li>• responding to opinions</li> <li>• persuading</li> <li>• confirming/admitting/denying/defining</li> <li>• asking for/refusing permission</li> <li>• expressing the concepts of giving and receiving</li> <li>• asking for explanations</li> <li>• giving reasons</li> <li>• discussing</li> <li>• identifying/describing</li> <li>• making arrangements/finalizing and confirming arrangements</li> <li>• making/granting a request</li> <li>• suggesting</li> <li>• expressing needs</li> <li>• participating in interviews</li> <li>• negotiating to make decisions</li> </ul>

(continued)

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STAGE 3 Japan and the World	STAGE 4 Japan Tomorrow	STAGE 5 Specialized Areas of Study: Career-oriented Streams/ Humanity Studies
<p><i>Students are able to understand that:</i></p> <ul style="list-style-type: none"> <li>• cultural understanding and sensitivity are developed through communication at a personal, interpersonal and national level</li> <li>• scientific, economic, cultural, technological and political factors contribute to social change</li> <li>• economic and political systems within nations are interdependent and influential in many ways</li> <li>• culture is dynamic and complex.</li> </ul>	<p><i>Students are able to understand changes that are created in and by a technological society, and the potential impact of these changes on people and society.</i></p>	<p>General expectations will vary according to the specialized area each student chooses to study.</p>
<p><i>Students are able to communicate in Japanese with a reasonable degree of fluency in a wider range of situations.</i></p> <p>Some of the following functions are recycled with students, using increasingly sophisticated language structures.</p> <p>The functions to be mastered are:</p> <ul style="list-style-type: none"> <li>• exchanging information</li> <li>• describing</li> <li>• expressing knowledge/opinions</li> <li>• reporting</li> <li>• seeking confirmation</li> <li>• expressing warning</li> <li>• expressing suggestion/advice</li> <li>• reacting to suggestions</li> <li>• planning</li> <li>• expressing predictions</li> <li>• expressing possibility</li> <li>• making comparisons</li> <li>• agreeing/disagreeing</li> <li>• making decisions</li> <li>• responding/reacting to requests</li> <li>• reacting to praise</li> <li>• explaining/asking for evaluation</li> <li>• expressing sympathy/regret/concern</li> <li>• explaining/asking for evaluation</li> </ul> <p>(continued)</p>	<p><i>Students are able to refine their interactive competence, developing and expanding their skills with, and knowledge of, linguistic structures.</i></p> <p>The functions to be mastered are:</p> <ul style="list-style-type: none"> <li>• analyzing/interpreting</li> <li>• expressing obligation</li> <li>• clarifying</li> <li>• expressing opinion</li> <li>• drawing conclusions</li> <li>• expressing probability/improbability</li> <li>• making predictions</li> <li>• discussing pros and cons</li> <li>• hypothesizing</li> <li>• expressing reasons</li> <li>• punctuating/paragraphing.</li> </ul> <p><i>Students are able to apply techniques used in writing letters, summaries, narratives and descriptions.</i></p> <p><i>Students are able to use, approximately, 150 additional <i>kanji</i> characters beyond those mastered in Stage 3. More <i>kanji</i> characters could be introduced, according to each student's needs.</i></p>	<p><i>Students are able to perform all the functions from previous stages, as well as the skills necessary to achieve communication goals in their own area of interest. These skills include: taking notes, summarizing, writing reports and essays, discussing and presenting views in written and oral form, and effective reading. Students can demonstrate complex patterns of discourse and are able to use "repair strategies."</i></p> <p><i>Kanji characters to be learned will depend on each student's specific area of study.</i></p>

	STAGE 1 Introduction to Japan	STAGE 2 Japan Today
<p><b>Note:</b> Some functions may be repeated, as different and more sophisticated structures can express the same function.</p>	<p>(continued)</p> <ul style="list-style-type: none"> <li>• purchasing goods and obtaining services</li> <li>• narrating/reporting</li> <li>• identifying/describing</li> <li>• explaining</li> <li>• offering food and drink</li> <li>• apologizing and responding to apology</li> <li>• agreeing/disagreeing</li> <li>• encouraging</li> <li>• expressing desire</li> <li>• taking leave</li> <li>• seeking information/clarification/repetition</li> <li>• expressing lack of comprehension</li> <li>• asking how to say something in Japanese.</li> </ul> <p><i>Students are able to</i> distinguish sound patterns, which are essential for communication.</p> <p><i>Students are able to</i> read and write all <i>hiragana</i> symbols and 20 <i>kanji</i> characters. <i>Kanji</i> characters are presented in context.</p> <p><i>Students are able to</i> recognize <i>katakana</i> of frequently used words.</p>	<p>(continued)</p> <ul style="list-style-type: none"> <li>• making telephone calls</li> <li>• expressing probability</li> <li>• expressing certainty/uncertainty</li> <li>• seeking information/rephrasing</li> <li>• expressing prohibition</li> <li>• expressing intention</li> <li>• taking leave in formal situations.</li> </ul> <p><i>Students are able to</i> present information in a variety of ways, and to obtain information from various texts, spoken or written. They have mastery of <i>hiragana</i> and <i>katakana</i> and read and write an increased number of <i>kanji</i> characters. Mastery means that students are able to use receptive and productive skills with sufficient accuracy.</p> <p>Forty-two <i>kanji</i> characters are to be learned at this stage.</p>
<ul style="list-style-type: none"> <li>• <i>Sociocultural</i></li> </ul>	<p><i>Students are able to</i> demonstrate an ability to interact with others by exhibiting culturally appropriate behaviour at a basic level. They become aware of how to conduct interpersonal relationships in Japanese society, to:</p> <ul style="list-style-type: none"> <li>• bow appropriately</li> <li>• use the polite form of the language when speaking to seniors</li> <li>• use appropriate titles when addressing others</li> <li>• use certain set phrases at appropriate times; e.g., meal time, leaving someone's room/home.</li> </ul>	<p><i>Students are able to</i> demonstrate awareness of formal/informal situations, the notion of seniority, various levels of speech, and male and female speech. They are able to respond appropriately in a variety of situations, such as giving and receiving. They demonstrate knowledge of the significance of gift-giving in Japan. They are able to use some <i>aizuchi</i>, back-channelling expressions, appropriately and spontaneously.</p>

STAGE 3 Japan and the World	STAGE 4 Japan Tomorrow	STAGE 5 Specialized Areas of Study: Career-oriented Streams/ Humanity Studies
<p>(continued)</p> <ul style="list-style-type: none"> <li>• expressing needs/preferences</li> <li>• expressing ability/inability</li> <li>• expressing obligation</li> <li>• expressing intentions</li> <li>• negotiating</li> <li>• defining</li> <li>• debating</li> <li>• rephrasing.</li> </ul> <p><i>Students are able to demonstrate awareness of the existence of honorific and humble forms, male/female speech, and plain forms used in casual speech and in certain written texts. They are able to use some honorific and humble forms appropriately.</i></p> <p><i>Students are able to make active use of the 40 <i>kanji</i> characters set for Stage 3.</i></p>		
<p><i>Students are able to exhibit their knowledge of:</i></p> <ul style="list-style-type: none"> <li>• when to use stylistic variations</li> <li>• when and how to use some honorifics and humble expressions.</li> </ul> <p><i>Students are able to demonstrate an awareness of some communication rules, and apply a few of them accordingly, through the process of expanding scope of sociocultural experiences.</i></p>	<p><i>Students are able to develop further, and fine tune, the previously stated sociocultural skills. They begin to understand the nuances involved.</i></p> <p><i>Students are able to apply sociocultural rules successfully in a wider range of contexts.</i></p>	<p><i>Students are able to apply the previously learned rules freely and spontaneously, and use their skills in a variety of contexts.</i></p>

		STAGE 1	STAGE 2
		Introduction to Japan	Japan Today
• <i>Cognitive</i>		<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• observe and identify relevant information in their immediate environment</li> <li>• make guesses/predictions</li> <li>• identify or search for ideas/information</li> <li>• organize ideas/information</li> <li>• associate information with past experiences</li> <li>• identify sequence and patterns.</li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• locate and obtain information and search for specific details</li> <li>• process and use information</li> <li>• decode and interpret signs</li> <li>• select and apply criteria for evaluation</li> <li>• verify data and criteria</li> <li>• search for meaningful patterns among concepts</li> <li>• capitalize on errors and failures</li> <li>• use different strategies for different purposes.</li> </ul>
ATTITUDES		<p><i>Students are able to demonstrate a positive disposition toward a new and different language, culture and people by actively involving themselves in the language learning environment. They are willing to take risks.</i></p>	<p><i>Students are able to explore ideas beyond what is presented. They consider different or opposing points of view and try to take a constructive approach when analyzing an issue. Students show willingness to adapt learning strategies.</i></p>

STAGE 3	STAGE 4	STAGE 5 Specialized Areas of Study; Career-oriented Streams/ Humanity Studies
<p><i>Japan and the World</i></p> <p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• respond to challenging circumstances, and achieve their original/modified goals</li> <li>• process, analyze and evaluate information from a range of sources by examining evidence and assessing a variety of viewpoints</li> <li>• present information in a logical and coherent way</li> <li>• conduct meaningful communications.</li> </ul>	<p><i>Japan Tomorrow</i></p> <p><i>Students are able to explore concepts and bodies of knowledge, and constructively question established ideas.</i></p> <p><i>Students are able to reorganize information, and evaluate and hypothesize, using collected data.</i></p> <p><i>Students are able to clarify issues, synthesize and exercise judgement on the basis of clear criteria.</i></p>	<p><i>Students are able to develop further their previously acquired skills. They expand concepts and gain new insights through higher level, cognitive operations.</i></p>
<p><i>Students are able to appreciate the multicultural nature of Canada and their own language and culture, by:</i></p> <ul style="list-style-type: none"> <li>• demonstrating sensitivity to a variety of viewpoints</li> <li>• accepting uncertainty, change and ambiguity</li> <li>• exhibiting intellectual curiosity.</li> </ul>	<p><i>Students are able to deepen their knowledge, and to search for a specific field of interest, by:</i></p> <ul style="list-style-type: none"> <li>• developing their creative abilities, and using them constructively</li> <li>• being willing to do everything they possibly can to learn effectively.</li> </ul>	<p><i>Students are able to pursue further knowledge and understanding.</i></p>

## SPECIFIC LEARNER EXPECTATIONS

*Specific Learner Expectations* are divided into five stages. Each stage has five levels, and a modula theme is identified for each level.

### STAGE 1: INTRODUCTION TO JAPAN

KNOWLEDGE	LEVEL 1	LEVEL 2
	Self and Surroundings	Basic Needs 1: Food, Dwellings, Clothing
<p>• <i>Language</i></p>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• recognize basic word order: in the normal <i>desu/masu</i> form, which is introduced at this level, verbs and copula (<i>desu</i>) are placed at the end of a sentence</li> <li>• recognize the <i>hiragana</i> and <i>katakana</i> of frequently used words</li> <li>• recognize that <i>kanji</i> have been imported and adapted to fit into the Japanese language, and that <i>hiragana</i> and <i>katakana</i> are phonetic symbols that gradually evolved from <i>kanji</i></li> <li>• recognize that Japanese is written in a mixture of <i>kanji</i>, <i>hiragana</i> and <i>katakana</i></li> <li>• acknowledge that <i>ka</i> is added at the end of a sentence, after the normal form, to make it into a question. The word order does not change as it does in English</li> <li>• use in-group/out-group family terms appropriately</li> <li>• exhibit the following grammatical knowledge in simple sentences: <ul style="list-style-type: none"> <li>– ~ <i>wa</i> ~ <i>desu/ja</i> <i>nai</i> <i>desu</i> [subject is/is not ~ ]</li> <li>– particles: <ul style="list-style-type: none"> <li>• <i>to</i> (and)</li> <li>• <i>mo</i> (also)</li> </ul> </li> <li>– common expressions related to self-introduction: <ul style="list-style-type: none"> <li>• ~ <i>ni</i> <i>sunde</i> <i>imasu</i> (I live at ~)</li> <li>• ~ <i>kookoo</i> <i>no</i> ~ <i>desu</i>, etc. (I am ~ of ~ school.)</li> <li>– basic numerals 1 to 100.</li> </ul> </li> </ul> </li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• recognize basic word order: adjectives are placed before nouns to modify, or before <i>desu</i>, copula in normal form</li> <li>• recognize all the <i>hiragana</i> in the <i>hiragana</i> table and understand already introduced words and structures written in <i>hiragana</i></li> <li>• recognize some <i>kanji</i> characters related to the words introduced at this level</li> <li>• recognize <i>katakana</i> of frequently used words</li> <li>• recognize many set phrases used in daily life routines, such as when leaving home and coming home, when eating, when going to bed</li> <li>• recognize that languages borrow from each other and that Japanese borrowed many words from different countries, such as Portugal, England, France, Italy, and adapted them by changing the transcription and pronunciation</li> <li>• recognize that there are many counters and measure words for different kinds of objects</li> <li>• recognize that the most common syllables in Japanese are a combination of a consonant and a vowel, and each syllable is of relatively equal length</li> <li>• exhibit the following grammatical knowledge in their language use: <ul style="list-style-type: none"> <li>– identify the existence of particles</li> <li>– verb + <i>masen ka</i> [to invite someone]</li> <li>– use of the particles: <ul style="list-style-type: none"> <li>• <i>ni</i> versus <i>de</i> of location</li> <li>• <i>ya</i> (and)</li> </ul> </li> </ul> </li> </ul>

(continued)

LEVEL 3 Basic Needs 2: Shopping and Transport	LEVEL 4 Students' Interests	LEVEL 5 My Japanese Counterpart: Hosting a Friend from Japan
<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• recognize the language used in transactions to obtain goods and services</li> <li>• identify the functions of the particles introduced to date</li> <li>• use <i>kore</i>, <i>sore</i> and <i>are</i> appropriately in terms of spatial relations between object, speaker and listener: this which is near myself, that which is near yourself, that which is within our common view</li> <li>• recognize the combinations of two <i>hiragana</i> symbols that make a single sound: <i>ki</i>, <i>gi</i>, <i>shi</i>, <i>ji</i>, <i>chi</i>, <i>ni</i>, <i>hi</i>, <i>bi</i>, <i>pi</i>, <i>mi</i>, <i>ri</i> with small <i>ya</i>, <i>yu</i>, <i>yo</i></li> <li>• recognize that Japanese can be written vertically and horizontally</li> <li>• exhibit the following grammatical knowledge in their language use: <ul style="list-style-type: none"> <li>– TE form of verb</li> <li>– TE form of verb + <i>kudasai</i> [request]</li> <li>– TE form of verb + <i>mo ii desu ka</i> [asking for permission]</li> <li>– TA form of normal (<i>desu/masu</i>, <i>deshita/mashita</i>) form [past aspect]</li> <li>– normal OO form (~ <i>mashoo</i>)</li> <li>– use of the particles: <ul style="list-style-type: none"> <li>• <i>to</i> (together with)</li> <li>• <i>ka</i> (or)</li> <li>• <i>ne</i> [requesting either confirmation or agreement from a listener]</li> <li>• <i>ni</i> (at)</li> </ul> </li> <li>– <i>demo</i> (even)</li> <li>– ~ <i>o kudasai</i> (please give me ~)</li> <li>– basic numerals 100 to 10 000.</li> </ul> </li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• identify the language used among young people: <ul style="list-style-type: none"> <li>– some examples of the new words, intonation and accent</li> </ul> </li> <li>• exhibit the following grammatical knowledge in their language use: <ul style="list-style-type: none"> <li>– two types of stative predicates: adjectives ending in ~i, and adjectival nouns</li> <li>– two ways to use the adjectives: <ul style="list-style-type: none"> <li>• adjective + noun [noun-modifying]</li> <li>• noun <i>wa</i> adjective <i>desu</i> [subject and stative predicate]</li> </ul> </li> <li>– normal negative form of verbs with qualifiers <i>zenzen</i> ([not] at all) and <i>amari</i> ([not] too much) <ul style="list-style-type: none"> <li>• <i>zenzen ~ masen</i></li> <li>• <i>amari ~ masen</i></li> </ul> </li> <li>– normal form of verb to express future actions and habitual actions: TE form of verb to express successive actions</li> <li>– verb + <i>tai</i> form [desiderative]</li> <li>– use of the particle <i>no</i>: <ul style="list-style-type: none"> <li>• person <i>no</i> noun</li> <li>• <i>ashita no gogo</i> (tomorrow afternoon)</li> </ul> </li> <li>– use of the particle <i>wa</i> in negative answers or as a contrasting element</li> <li>– use of the particle <i>ga</i> to combine two sentences that express contrasting ideas [conjunction]</li> <li>– time expressions without the particle <i>ni</i>.</li> </ul> </li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• recognize that, in many ways, the Japanese language reflects Japanese society</li> <li>• recognize that <i>kanji</i> represent units of meaning, not just particular sounds, as is the case with <i>hiragana</i> or <i>katakana</i>; the reading of the same <i>kanji</i> used in the writing of different words or parts of words could be completely different, but they usually share the same meaning</li> <li>• exhibit the following grammatical knowledge in their language use: <ul style="list-style-type: none"> <li>– verb <i>masen deshita</i></li> <li>– noun <i>janakatta desu/ja arimasen deshita</i></li> <li>– TE form of verb + <i>imasu</i> [progressive actions]</li> <li>– person/animal <i>ga</i> quantity <i>imasu</i></li> <li>– person/animal <i>wa ~ ga ~ desu</i></li> <li>– ~ <i>ga daisuki desu</i> (I really like ~)</li> <li>– TA form of adjectives [past aspect] <i>katta</i></li> <li>– the verb + <i>tai</i> form is not normally used to ask someone's desires, except with close friends or family members</li> <li>– ~ <i>kara ~ made</i> (from ~ to ~)</li> <li>– person <i>ni aimasu</i> [meet someone]</li> <li>– double particles: <ul style="list-style-type: none"> <li>• <i>ni wa, e wa</i> [locations; topical]</li> <li>• <i>ni mo, e mo</i> [locations; inclusive]</li> </ul> </li> </ul> </li> </ul>

(continued)

## STAGE 1: INTRODUCTION TO JAPAN (continued)

<b>LEVEL 1</b> <b>Self and Surroundings</b>	<b>LEVEL 2</b> <b>Basic Needs 1:</b> <b>Food, Dwellings, Clothing</b>
	<p>(continued)</p> <ul style="list-style-type: none"> <li>• <i>o</i> [object marker]</li> <li>– locating objects: <ul style="list-style-type: none"> <li>• <i>~ wa ~ ni arimasu</i></li> <li>• <i>~ wa ~ desu</i></li> </ul> </li> <li>– adjective + <i>desu</i></li> <li>– numerals: <ul style="list-style-type: none"> <li>• <i>hitotsu, futatsu . . . too</i></li> <li>• basic classifiers related to topics—counters/measure words.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <i>Culture</i></li> </ul>	<p><i>Students are able to identify the following cultural elements:</i></p> <ul style="list-style-type: none"> <li>• basic expressions in polite speech style used for greetings and addressing people</li> <li>• significance of interpersonal relationships; at this level the relationship between family group and outer groups; e.g., friends</li> <li>• some aspects of the Japanese school system; for example: <ul style="list-style-type: none"> <li>– elementary school, junior high school, senior high school, university</li> <li>– school year level; e.g., first grade, first year of junior high school</li> <li>– timetable, what subjects are offered</li> <li>– what the Japanese classroom looks like</li> <li>– clubs and after-school activities that students participate in</li> <li>– holiday activities</li> </ul> </li> <li>• some aspects of family life: <ul style="list-style-type: none"> <li>– family bonds</li> <li>– role of family unit and individual members.</li> </ul> </li> </ul> <p><i>Students are able to identify the following cultural elements:</i></p> <ul style="list-style-type: none"> <li>• Japanese etiquette related to food and drink, table manners, visiting, leave-taking; i.e., how to bid farewell</li> <li>• traditional and modern Japanese food, such as fast food: <ul style="list-style-type: none"> <li>– some examples of humorous loan words for food items: <ul style="list-style-type: none"> <li>• <i>hotto sando, hambaagu suteeki, griin piisu</i></li> </ul> </li> </ul> </li> <li>• the traditional Japanese meal, rice as a staple supplemented by a number of side dishes</li> <li>• daily eating patterns of the Japanese people and changing diet</li> <li>• traditional clothing: names of the parts of the <i>kimono</i>, different kinds of <i>kimono</i>; e.g., <i>yukata, furisode</i></li> <li>• Japanese housing: <ul style="list-style-type: none"> <li>– city dwelling and country living</li> <li>– houses and apartments: <ul style="list-style-type: none"> <li>• <i>apaato</i></li> <li>• <i>manshon</i></li> <li>• <i>danchi</i></li> </ul> </li> <li>– names of rooms/sections in a house</li> <li>– where, how and when to take off shoes.</li> </ul> </li> </ul>

<b>LEVEL 3</b> Basic Needs 2: Shopping and Transport	<b>LEVEL 4</b> Students' Interests	<b>LEVEL 5</b> My Japanese Counterpart: Hosting a Friend from Japan
<p><i>Students are able to identify the following cultural elements:</i></p> <ul style="list-style-type: none"> <li>• Japanese currency and exchange rates</li> <li>• the words for Japanese shops and department stores and their functions in the Japanese consumer society</li> <li>• how Japanese people shop</li> <li>• transportation words</li> <li>• public transportation</li> <li>• differences in the cost of similar items between Japan and Canada.</li> </ul>	<p><i>Students are able to identify the following cultural elements:</i></p> <ul style="list-style-type: none"> <li>• youth culture in Japan; what young people of the same age group do in their spare time; e.g., popular music/groups, singers, TV programs, sports, computer games</li> <li>• lifestyles of young people in Japan</li> <li>• the names of Japanese traditional music, dancing and drama</li> <li>• popular sports in Japan and traditional sports</li> <li>• vacations.</li> </ul>	<p><i>(continued)</i></p> <ul style="list-style-type: none"> <li>• read and write the following <i>kanji</i> characters and basic combinations. The characters can be introduced at any level of Stage 1.</li> </ul> <p style="text-align: center;">一、二、三、四、五、六、 七、八、九、十、百、千、 万、円、日本、(日本)語、 上、下、中</p> <p><i>Students are able to compare and contrast the following cultural aspects with Canadian ways:</i></p> <ul style="list-style-type: none"> <li>• Japanese education system; for example:           <ul style="list-style-type: none"> <li>– timetable/school subjects</li> <li>– <i>kurabu katsudoo</i>: after school extracurricular activities</li> <li>– school buildings</li> <li>– cleaning the classroom</li> <li>– school excursions</li> <li>– <i>juku</i> (cram school), after-school study program</li> <li>– <i>kyuushoku</i> and <i>obentoo</i> (fast food and lunches)</li> </ul> </li> <li>• the family:           <ul style="list-style-type: none"> <li>– family ties</li> <li>– holiday activities</li> <li>– family occasions</li> </ul> </li> <li>• standard of living:           <ul style="list-style-type: none"> <li>– how people spend their time</li> <li>– Japanese housing and household items</li> <li>– city life and country life</li> <li>– clothing</li> </ul> </li> <li>• Japanese diet and dining etiquette</li> <li>• gift-giving customs and etiquette appropriate for particular occasions.</li> </ul>

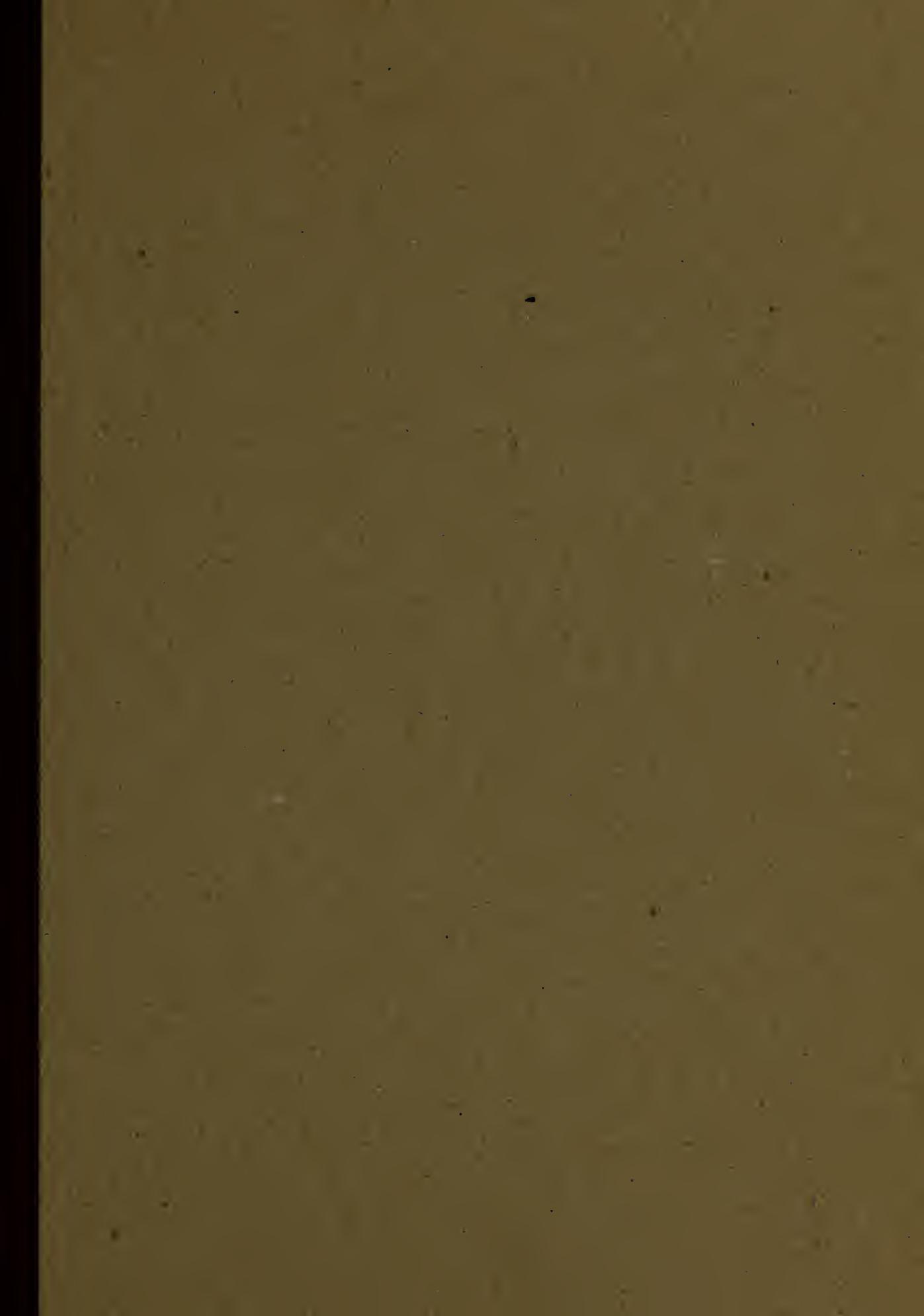
## STAGE 1: INTRODUCTION TO JAPAN (continued)

	<b>LEVEL 1</b> <b>Self and Surroundings</b>	<b>LEVEL 2</b> <b>Basic Needs 1: Food, Dwellings, Clothing</b>
<ul style="list-style-type: none"> <li>• <i>Concepts</i></li> </ul>	<p><i>Students are able to appreciate and understand the following concepts:</i></p> <ul style="list-style-type: none"> <li>• the importance of manners, customs and body language</li> <li>• social frameworks—in-group versus out-group: <ul style="list-style-type: none"> <li>— family members versus nonfamily members</li> <li>— school club members versus nonclub members</li> </ul> </li> <li>• <i>meishi</i> (business card)</li> <li>• omission of first and second person pronouns, <i>watashi</i> and <i>anata</i> (I and you)</li> </ul> <p><i>Note:</i> The pronoun <i>anata</i> (you) is not used when talking to one's seniors.</p> <ul style="list-style-type: none"> <li>• another form of writing, which is different from English; different from the Roman alphabet.</li> </ul>	<p><i>Students are able to appreciate and understand the following concepts:</i></p> <ul style="list-style-type: none"> <li>• personal hygiene is important; for example: <ul style="list-style-type: none"> <li>— distinctive outdoor and indoor footwear: <ul style="list-style-type: none"> <li>• corridor slippers</li> <li>• toilet slippers</li> </ul> </li> <li>— use of <i>oshibori</i> (a wet towel) to wipe hands before the meal at a restaurant or at someone's home</li> <li>— bathing every night; some, mostly young, people have an <i>asa shan</i> (shower or wash hair) in the morning</li> <li>— hanging <i>futons</i> outside to be aired out</li> </ul> </li> <li>• rice is important; for example: <ul style="list-style-type: none"> <li>— using the same word for cooked rice and for meal</li> <li>— devoting <i>sake</i> wine, which is made from rice, to the gods on ceremonial occasions</li> </ul> </li> <li>• dressing appropriately for particular occasions is important</li> <li>• generally, people are proud of uniforms, such as school uniforms, the symbol of a particular group</li> <li>• multipurpose use of rooms in a Japanese house to indicate that the family, as a whole, is considered more important than the individuals of whom it consists.</li> </ul>

LEVEL 3 Basic Needs 2: Shopping and Transport	LEVEL 4 Students' Interests	LEVEL 5 My Japanese Counterpart: Hosting a Friend from Japan
<p><i>Students are able to appreciate and understand the following concepts:</i></p> <ul style="list-style-type: none"> <li>• courtesy/quality of service; e.g., elevator/escalator hostess</li> <li>• shopping as a cultural experience, not merely a function; for example: <ul style="list-style-type: none"> <li>– Japanese department stores organize cultural activities; people go to department stores not only to shop but also to participate in exhibitions, fashion shows and culture/art, or language classes</li> <li>– for many people, shopping, except for groceries, can be a leisure activity in Japan</li> </ul> </li> <li>• manner of speech is important; saying “no” abruptly can hurt other people’s feelings.</li> </ul>	<p><i>Students are able to appreciate and understand the following concepts:</i></p> <ul style="list-style-type: none"> <li>• value systems of the <i>shin jinrui</i> (new human species or younger generation); generation gap/ tension between traditional values and contemporary values</li> <li>• perceptions of tradition; for example: <ul style="list-style-type: none"> <li>– traditional concepts of “groupism” versus Western-inspired individualism</li> <li>– popularity of traditional music, dance and drama.</li> </ul> </li> </ul>	<p><i>Students are able to appreciate and understand the following concepts:</i></p> <ul style="list-style-type: none"> <li>• the Japanese language reflects the society in so many ways; for example: <ul style="list-style-type: none"> <li>– The notion of “frame”— where everyone is and who they are with at that moment; such as with family or with a senior member of the same company in or outside of the office, influences the way in which people talk and behave</li> </ul> </li> <li>• Western influence on the way of life: <ul style="list-style-type: none"> <li>– family structure</li> <li>– dwellings</li> <li>– clothing</li> <li>– food</li> <li>– sports</li> <li>– music</li> </ul> </li> <li>• practices in personal health and hygiene: <ul style="list-style-type: none"> <li>– wearing a mask when one has a cold, or when children are serving hot lunch at school</li> <li>– bathing for relaxation, as well as for hygiene</li> <li>– Japanese-style toilet</li> </ul> </li> <li>• frequent exchange of gifts to maintain social relationships.</li> </ul>

## STAGE 1: INTRODUCTION TO JAPAN (continued)

SKILLS	LEVEL 1	LEVEL 2
	Self and Surroundings	Basic Needs 1: Food, Dwellings, Clothing
<ul style="list-style-type: none"> <li>• <i>Linguistic</i> <ul style="list-style-type: none"> <li>– Functions</li> </ul> </li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• greet each other appropriately as students within the same age group</li> <li>• greet their seniors appropriately</li> <li>• introduce themselves to others of the same age</li> <li>• introduce one's family, using in-group family terms, to others of the same age and also to seniors</li> <li>• exchange information: inquire about personal matters regarding name; group, such as school, class; age; where residing and family members; using out-group family terms, and responding to questions, using in-group family terms</li> <li>• introduce one's family to others, using in-group terms</li> <li>• introduce friends to family members, teachers and friends</li> <li>• understand and respond to basic classroom instructions</li> <li>• express likes and dislikes about school subjects in a simple form</li> <li>• express personal interests</li> <li>• give and respond to simple instructions, using the TE form casual request; <i>kiite, mite</i></li> <li>• make simple requests in polite speech style, using the TE form of verb + <i>kudasai</i></li> <li>• attract someone's attention</li> <li>• deny statements</li> <li>• ask someone to speak slowly; e.g., <i>yukkuri itte kudasai</i>.</li> </ul>	<p><i>Students are able to:</i></p> <ul style="list-style-type: none"> <li>• describe colours and sizes</li> <li>• use correct counters for some food and drink items and clothing</li> <li>• ask someone's personal preference regarding food and drink</li> <li>• offer food and drink to a visitor</li> <li>• make arrangements to visit someone, using where and what time they will meet</li> <li>• invite someone to one's home</li> <li>• use the telephone as a medium to convey simple messages</li> <li>• express choice</li> <li>• discuss likes and dislikes about food and clothing</li> <li>• specify the location of objects, in a particular place, on top of/under/in front of/behind something</li> <li>• tell the time by hours</li> <li>• inquire about topics of interest, and collect basic information</li> <li>• extract information, such as sale items and costs, from printed materials—magazines, books, advertisements</li> <li>• express apology to: <ul style="list-style-type: none"> <li>– a teacher and an adult</li> <li>– friends and family members</li> </ul> </li> <li>• respond to an apology</li> <li>• indicate lack of understanding of what is being said</li> <li>• ask for clarification: "What is ~ in English?": <ul style="list-style-type: none"> <li>– ~ <i>eigo de nan desu ka</i>.</li> <li>– ~ <i>wa eigo de nan desu ka</i>.</li> </ul> </li> </ul>



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